A Study on Emotional Intelligence and Personality in Adolescents of Uttar Dinajpur District, West Bengal.

A
SYNOPSIS

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Introduction:

Today the whole world is going through a difficult phase and psychological problems related to different aspects of life are increasing day by day in all age groups right from childhood to old age. In this context keeping physically and mentally healthy is of utmost importance to adjust with self and others and to cope with the changing demands of the situation. To reach this standard of health one needs to be intelligent. Previously it was thought that a person with high IQ would be able to get along successfully in all situations but today it is thought that one must have high Emotional Intelligence to fulfill the criteria of health and to deal effectively with the situations in life. It has been rightly said "To keep one's emotions under control and be able to conceal them is considered a mark of strong character". Salovey and Mayer, who coined the term emotional intelligence in 1990, prefer the aptitude-oriented definition——the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. In short, it is a set of four abilities (emotion perception, assimilation, understanding, and management) to deal with one's own and others 'emotions (Mayer & Salovey, 1997). This seems to be essence of health and adjustment.

Adolescence is an age of emotional upheavals. There is no mental peace, calm and quiet for the adolescent and no serenity of mind for them. Period of adolescence has been marked by emotional storm and stress. Some of the emotional characteristics of adolescence period are as: Heightening of emotions due to physical and sexual changes, Variations in emotional moods. One minute the young adolescent is up in the clouds and the next he is the depths of despair, Out-bursts of temper, tension and anxiety, Complex emotional development by the experiences he gets in his environment, Capacity to share his emotional feelings with others, Increase in fellow feelings and entering into friendship, Few common emotional patterns of the adolescents include joy, love, anger, jealousy, fear, worry, etc.

Intelligence is an innate mental capacity of an individual which is not observable from outside. But it's evident through the learned behaviors of an individual, who with this potentiality can adjust to any difficult situation throughout his life. It affects an individual's social behavior, moral judgments, and emotional growth. We can expect problem-solving behavior and creative, imaginative, and inventive ability from a child with subnormal intelligence.

According to Stoddard, "Intelligence is the ability to undertake activities that are characterized by 1. Difficulty 2.Complexity 3. Abstractness 4. Economy 5.Adaptiveness to a goal 6.Social value and 7.Emergence of originals and maintain such activities under conditions that demand a concentration of energy and resistance to emotional forces."

"It is very important to understand that emotional intelligence is not the opposite of intelligence, it is not the triumph of heart over head –it is the unique intersection of both."

- David Caruso. Emotional Intelligence is the ability to use our emotions, to help us to solve problems and live a more effective life Emotional intelligence, like general intelligence, is the product of one's heredity and its interaction with environmental forces.

According to Goleman, "Emotional intelligence includes self-control, zeal, persistence, and the ability to motivate oneself. Emotional intelligence, once developed, can create the avenue for a productive, rewarding, and fulfilling life."(Chauhan S.S, p.288) The Characteristics of an emotionally intelligent person are can identify and perceive various types of emotions in others, sense his feeling and emotions, Can incorporate perceive emotions in his thoughts, Have a proper understanding of the nature, intensity and outcome of his emotions, Can exercise proper control and regulations over the expressions and use of emotions in dealing with his self and others to promote harmony prosperity and peace, Can control impulse, Have self-esteem., Have self-motivation.

In reviewing the literature on the history the concept of personality, According to Allport (1961) who devoted most of his time for research on personality defines: 'Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment'. Personality is defined as the combination of established physical and mental features that give a person his or her identity. It is a vibrant concept that recounts the growth and progress of an individual's whole psychological system.

Jung, a Swiss psychiatrist, attempted to classify human beings into two behavior dimensions: extrovert and introvert. Later he adds one extra type of personality, Ambivert. His typology is widely known and is most influential among professional workers.

In contrast to the introvert type, an extrovert's orientation is towards the external world. He is conventional, outgoing, social, friendly, and free from worries. Social workers, politicians, and business executives may be typed as extroverts. These two broad categories have been further classified based on rational and irrational processes. The characteristics of an extravert personality are- Directly oriented by objected data., Conduct governed by necessity and expediency., Accommodates readily to new situations, Is negligent of ailments, not taking care of self., Adjustments are compensatory.

Introvert, Ambivert, and extrovert are a spectrum of personality traits rather than personality types. It is very rare to find the person that is pure introvert or extrovert. The most psychologically stable persons are Ambiverts that exhibit both extraversion and introversion, depending on the situation.

For example, Ambivert enjoys spending time with others but needs to be alone occasionally.

Danial Goleman the leading research specialist found that Emotional Intelligence is very important to career success. According to the University of Consulting Alliance, Goleman found that 67% of all abilities associated with professional success are related to Emotional Intelligence. Emotional Intelligence helps you build strong relationships succeed at school and work and achieve your career and personal goals. It can also help you to connect with your feelings and turn intention into action. Emotional Intelligence is an ability that helps to guide a person's personality in the right direction. Every individual needs a certain level of Emotional Intelligence to adjust the environment, whether they are Introvert, Extrovert,

or Ambivert. Emotionally intelligent persons have been described as well-adjusted, warm, genuine, unrelenting, and sanguine.

In the present context, it would be helpful to study the relationship between emotional intelligence and personality traits of adolescents so that they would be helped in the development of a healthy personality and improve their well-being.

Review of related Literature:

A review of the literature gives the impression that researchers have taken a keen interest in divergent areas related to varied problems of adolescents.

Bemdt & others (1989) studied adolescents' perceptions of friends and parents and their influence on other aspects of their school attachments; Dallas & others studied maternal employment and selected behaviors and attitudes of pre-adolescents and adolescents; **Castello & Others (2003)** studied the prevalence and development of psychiatric disorders in childhood and adolescents: **Kiepe & Others (2012)** studied the effect of dance therapy and ballroom dancers on physical and mental illness.

Keeping in mind the objectives of the present study some of the relevant literature reviews which have dealt with the variables of the present study would be discussed in more detail.

Sarah K Davis & other (2012) study on Emotional intelligence (EI) has been reliably linked to better mental health, However, critics have argued that Emotional intelligence may be conceptually redundant and unable to offer anything new to the prediction of key adaptation outcomes beyond known correlates of performance, i.e., personality and cognitive ability (Brody, 2004). Although sparse, extant evidence points to differential incremental contributions from ability and trait Emotional intelligence in the prediction of internalizing vs. externalizing symptomatology in adults. The current study explored the incremental validity of ability and trait Emotional intelligence to predict depression and disruptive behavior beyond the 'Big Five' personality dimensions and general cognitive ability in a sample of 499 adolescents (mean age 13.02 years). Regression analyses found that collectively, Emotional intelligence made a significant, incremental contribution to the prediction of disorder in youth.

Ghaderi Narges & others (2012) investigated in This study the association between personal characters (extroversion and introversion) and emotional intelligence with a chosen type of sport(team and individually) in adolescent girls. 100 adolescent female athletes (50 individual athlete, and 50 team athlete) participated in this study. Independent t-test and Pearson correlation test were used for data analyses. The results showed that team athletes are more extroverted than individual athletes. Also this study revealed that there is no significant difference between team and individually athlete in emotional intelligence and its sub-scales (emotional adjustment, emotional assessment and expression, use of emotional and social skills). The results also showed that there was no significant relationship between extroversion, introversion, and emotional intelligence and its sub-scales.

Karibeeran Sathyamurthi & others (2019) conducted a study on Emotional Intelligence among Adolescents. This paper will focus on the various theories and models related to emotional intelligence and its significance. Based on the theories and models, the researcher tried to bring out a framework that makes a difference in the emotional intelligence of adolescents. During adolescence (age 12 to 18 yrs), the transition from childhood to adulthood is most important. Children are becoming more independent, and begin to look at the future in terms of career, relationships, families, housing, etc. Emotional Intelligence signifies the ability to understand and manage ones as well as the others' emotions.

Nazir Haider Shah & others (2019) ware study on Comparing Emotional Intelligence and Self-esteem in Secondary School Students of Punjab. The study explored the role of various demographic variations among students such as gender, grade, and family socioeconomic status in defining their levels of self-esteem and emotional intelligence. The study used the Emotional Intelligence Scale (EIS) and Self-esteem Questionnaire (SEQ) to measure emotional intelligence and self-esteem, respectively. Using multistage random sampling technique, 300 students studying at various secondary schools located in four Districts of Punjab (Pakistan) including Rawalpindi, Sargodha, Attock, and Mianwali were selected. The findings revealed that there is a strong and positive correlation between self-esteem and emotional intelligence. The results of t-test revealed that there is a significant difference between emotional intelligence and self-esteem scores of boys and girls. Similarly, ANOVA results also showed differences in scores of emotional intelligence and self-esteem concerning grades and family income.

Tyagi Nishi & others (2018) study the emotional intelligence of adolescent students concerning their Gender and Locality. 200 senior secondary students were the sample of study and they were selected through a stratified random sampling method from senior secondary schools of the Ghaziabad District of Uttar Pradesh. For the collection of necessary information, the investigator used the Emotional Intelligence Inventory-MEII by Dr. S.K. Mangal and Shubra Mangal. To find the significance of the difference between the various groups t-test was applied. The results of this research inferred that secondary school students those studied in schools of urban locality in the Ghaziabad District of Uttar Pradesh have better Emotional Intelligence than the students of schools of rural areas but gender-wise students do not differ significantly in emotional intelligence.

Dhani Priyam & others (2017) studied on Relationship between Emotional Intelligence and Personality; A Study in Indian Context. The objective of this study is to explore the relationship between Emotional Intelligence (EI) and Personality among middle level management in India. For this purpose, data was collected from 200 randomly selected managers, both male and female from various organizations in India. An 18-item questionnaire DKEIT, concerning EI, and 50 50-item questionnaire MPI, concerning Personality was used to collect the data for the study. The findings of the study suggest that

Empathetic and self-confident individuals are more emotionally intelligent than introverts, Pessimists, neurotics, and dominant individuals.

Ghorai B C, Kundu S, and Santra S (February 2021) studied Emotional Intelligence among School-Going Adolescents in Kolkata. The present study aims to determine the level of emotional intelligence of school-going adolescents; and to compare the emotional intelligence and its four dimensions/sub-factors i.e., understanding emotions, understanding motivation, empathy, and handling relation of school-going adolescents concerning their gender, grade, and board pattern of education. The present study was carried out on 288 higher secondary school students selected as a sample from six schools of three different boards of education (viz. two WBCHSE, two CBSE, and two ICSE) of Kolkata District in West Bengal using a convenient sampling technique. This research is a cross-sectional survey-type study. The measuring tool in this research originally was of two-point emotional intelligence scale entitled as 'Emotional Intelligence Scale (ESI – SANS) of Dr. A. K. Singh and Dr. S. Narain. Results of the study revealed that there is no statistically significant difference in emotional intelligence and its sub-factors of a school-going adolescent with respect to their gender grade and board pattern of education. The findings provide a further need on how to improve upon the emotional intelligence of school-going adolescent.

Dash Lopamudra and Bairiganjan Chinmay(2021), studied on Emotional Intelligence and Academic Achievement of Adolescents. This paper is an endeavor to examine relationship between Emotional intelligence and academic achievement of adolescents. It also studies Emotional intelligence and academic achievement levels of boys and girls. The sample for the study includes 80 students (40 boys and 40 girls) of class 9 in the Puri District of Odisha. The data were analyzed with the help of product-moment correlation. The results revealed that there is a positive correlation between Emotional intelligence and academic achievement.

Alam Mahfooz (2018), investigated the Emotional Intelligence of Adolescent Students. This paper seeks to investigate the emotional intelligence of adolescent students with respect to the type of school, area, and gender. The study was conducted on 200 adolescents (100 boys and 100 girls) studying in senior secondary schools selected purposively from East Singhbhum, Jharkhand. Their ages range from 16 to 20 years. Emotional Intelligence Inventory by Mangal and Mangal (2004) was used to collect the necessary data. To find out the significance of the difference between the various comparison groups "t" test was applied. Results showed that secondary school students differed significantly in terms of the nature of school and gender on emotional intelligence. Result further revealed in relation to area students did not differ significantly in their emotional intelligence.

Lalitha Kumari Ch V and Indira C G(2024), study the relationship between personality traits and emotional intelligence of secondary school students. This study explores the relationship between Emotional Intelligence (EI) and personality traits among secondary

school students in the Vizianagaram District of Andhra Pradesh, India. A sample of 489 students (165 boys and 324 girls) from 20 randomly selected secondary schools participated in the research. Stratified random sampling was employed for sample selection. Data was collected using standardized questionnaires, including Eysenck's Personality Questionnaire-Revised (EPQ-R,1985) and the Emotional Intelligence Test (EIT) by Dr. Ekta Sharma (2011). 1. Introduction Statistical analyses, including correlation and inferential statistics, examined the associations between Emotional Intelligence and personality traits. The findings reveal significant positive correlations between Emotional Intelligence, personality, neuroticism, and extraversion. However, no significant correlations were found between Emotional Intelligence and psychoticism or lie tendencies. These results suggest that Emotional Intelligence shapes certain aspects of personality, such as emotional regulation and sociability, among secondary school students.

Seema S and Manju M (2023), studied on Emotional Intelligence and Personality as correlates of the psychological well-being of adolescents: a cross-sectional study in North India. This study examines the relationship between emotional intelligence (EI), personality types, and adolescents' perceived psychological well-being (PWB) and identifies the most significant predictors of PWB among adolescents. Using a method of purposive sampling, data were obtained from 400 male and female teenagers in Haryana state, India. For data analysis, the t-test, Pearson correlation, and regression analysis were used. The results of t-rest demonstrated that male and female adolescents differ on neuroticism and psychoticism, the two sub-dimensions of personality types. Correlation analysis revealed that EI, personality, and PWB are significantly correlated with each other. In addition, regression analysis revealed that EI, extroversion, neuroticism, and psychoticism are four significant predictors of PWB. The study suggests some recommendations for parents and psychologists to be incorporated for better well-being of adolescents. EI and personality play vital roles in PWB and both are significant predictors of PWB.

Perez-Gonzalez and Sanchez-Ruiz (2014) published a study in which they found that trait emotional intelligence can be considered a broad personality trait integrated into the higher levels of a multi-level personality hierarchy. They also came to the conclusion that this construct can be considered a proxy for the general factor of personality. The purpose of this study is to try to replicate their study. We follow the same methodology these authors used but with a new sample, a different definition of trait emotional intelligence, and therefore a different measurement tool. Our results show convergent validity between trait emotional intelligence and personality, but not discriminate validity, suggesting that trait emotional intelligence is not integrated into the higher level of the personality hierarchies, but it is another way to measure the same big five personality traits that traditionally compose the construct of personality. We also found that the trait of emotional intelligence highly correlated with the general personality factor, but additionally, we found an extremely high negative correlation between those two constructs and

neuroticism. This finding suggests that they may represent above all just the absence of neuroticism in a person.

Significance of the Study:

Adolescence is a vital period of life that is a bridge between childhood and adulthood. It determines individuals' future lives and the strengths of a healthy nation lay in the strengths of adolescents. If adolescents are not healthy they will not emerge as healthy adults and will fail in taking the responsibilities of self, job, and significant others in their lives.

The relationship between Emotional Intelligence and personality traits are interlinked because as Emotional Intelligence is related to understanding and controlling of own emotions and also understanding others' emotions, which are very important in personality formation. Brackett and Mayer (2003) found that Emotional Intelligence is significantly correlated with various traits of personality. EQ, personality traits determine the success of an individual in personal or professional life. In the stage of adolescence, personality development is significant. Possessing emotional intelligence would be icing on their personality, health, and well-being. Personality has a key influence on work performance. This is because our personality shapes our behavior. While the emotional intelligence of an individual determines his/her capability to handle his/her emotions and impulses effectively, it is possible to gain a better understanding of the behavior of an individual in an organization only if we know a little about his/her personality and its correlation to behavior.

The study would help to identify problems in adolescents in their dealing in day to day life and they would be guided in groups or individual sessions by school counselors to better their personality characteristics and to deal effectively with themselves and others. Their parents also would be called for workshops and seminars in which their problems in dealing with their adolescents would be discussed so that they get an enriched environment to grow into successful adults.

Research Methodology:

Statement of the Problem: - A Study on Emotional Intelligence and Personality in Adolescents of Uttar Dinajpur District

Objective of the study:

1. To find out difference among **Extrovert, Ambivert and Introvert** adolescent students of Uttar Dinajpur District.
2. To study the difference of the **Personality** in adolescents boys and girls of Uttar Dinajpur District.
3. To study the difference between **Extrovert** adolescent Boys and Girls of Uttar Dinajpur District.

4. To study the difference between **Introvert** adolescent Boys and Girls of Uttar Dinajpur District.
5. To study the difference between **Ambivert** adolescent Boys and Girls of Uttar Dinajpur District.
6. To study the difference of **Personality** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.
7. To study the difference between **Extroverts** adolescent students belonging to urban and rural area of Uttar Dinajpur District.
8. To study the difference between **Introvert** adolescent students belonging to urban and rural area of Uttar Dinajpur District.
9. To study the difference between **Ambivert** adolescent students belonging to urban and rural area of Uttar Dinajpur District.
10. To study the difference of **Personality** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
11. To study the difference between **Extroverts** adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
12. To study the difference between **Introvert** adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
13. To study the difference between **Ambivert** adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
14. To find out difference among **High, Normal and Low Emotional Intelligent** students of Uttar Dinajpur District.
15. To study the difference of the **Emotional Intelligence** of adolescents boys and girls at Uttar Dinajpur District.
16. To study the difference between **High Emotional Intelligence of** adolescent Boys and Girls of Uttar Dinajpur District.
17. To study the difference between **Normal Emotional Intelligence of** adolescent Boys and Girls of Uttar Dinajpur District.
18. To study the difference between **Low Emotional Intelligence of** adolescent Boys and Girls of Uttar Dinajpur District.
19. To study the difference of **Emotional Intelligence** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.
20. To study the difference between **High Emotional Intelligence of** adolescent students belonging to urban and rural area of Uttar Dinajpur District.
21. To study the difference between **Normal Emotional Intelligence of** adolescent students belonging to urban and rural area of Uttar Dinajpur District.
22. To study the difference between Low **Emotional Intelligence of** adolescent students belonging to urban and rural area of Uttar Dinajpur District.

23. To study the difference of **Emotional Intelligence** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
24. To study the difference between **High Emotional Intelligence of** adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
25. To study the difference between **Normal Emotional Intelligence of** adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
26. To study the difference between **Low Emotional Intelligence of** adolescent students belonging to Private and Government schools of Uttar Dinajpur District.
27. To study the relationship between **Emotional Intelligence** and P**ersonality of** adolescent students in Uttar Dinajpur District.

Hypotheses:

1H^{o}: There is no significance difference among **Extrovert, Ambivert and Introvert** adolescent students of Uttar Dinajpur District.

2H^{o}: There is no significance difference between of the **Personality** in adolescent boys and girls of Uttar Dinajpur District.

3H^{o}: There is no significance difference between **Extrovert** adolescent Boys and Girls of Uttar Dinajpur District.

4H^{o}: There is no significance difference between **Introvert** adolescent Boys and Girls of Uttar Dinajpur District.

5H^{o}: There is no significance difference between **Ambivert** adolescent Boys and Girls of Uttar Dinajpur District.

6H^{o}: There is no significance difference of **Personality** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.

7H^{o}: There is no significance difference between **Extroverts** adolescent students belonging to urban and rural area of Uttar Dinajpur District.

8H^{o}: There is no significance difference between **Introvert** adolescent students belonging to urban and rural area of Uttar Dinajpur District.

9H^{o}: There is no significance difference between **Ambivert** adolescent students belonging to urban and rural area of Uttar Dinajpur District.

10H^{o}: There is no significance difference of **Personality** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

11H^{o}: There is no significance difference of **Extroverts** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

12H^{o}: There is no significance difference of **Introvert** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

13H^{o}: There is no significance difference of **Ambivert** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

14H^{o}: There is no significance difference among **High, Normal and Low Emotional Intelligent s**tudents of Uttar Dinajpur District.

15H^{o}: There is no significance difference between of the **Emotional Intelligence** in adolescent boys and girls of Uttar Dinajpur District.

16H^{o}: There is no significance difference between of the **High Emotional Intelligence** in adolescent boys and girls of Uttar Dinajpur District.

17H^{o}: There is no significance difference between of the **Normal Emotional Intelligence** in adolescent boys and girls of Uttar Dinajpur District.

18H^{o}: There is no significance difference between of the **Low Emotional Intelligence** in adolescent boys and girls of Uttar Dinajpur District.

19H^{o}: There is no significance difference of **Emotional Intelligence** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.

20H^{o}: There is no significance difference of **High Emotional Intelligence** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.

21H^{o}: There is no significance difference of **Normal Emotional Intelligence** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.

22H^{o}: There is no significance difference of **Low Emotional Intelligence** of adolescent students belonging to urban and rural area of Uttar Dinajpur District.

23H^{o}: There is no significance difference of **Emotional Intelligence** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

24H^{o}: There is no significance difference of **High Emotional Intelligence** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

25H^{o}: There is no significance difference of **Normal Emotional Intelligence** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

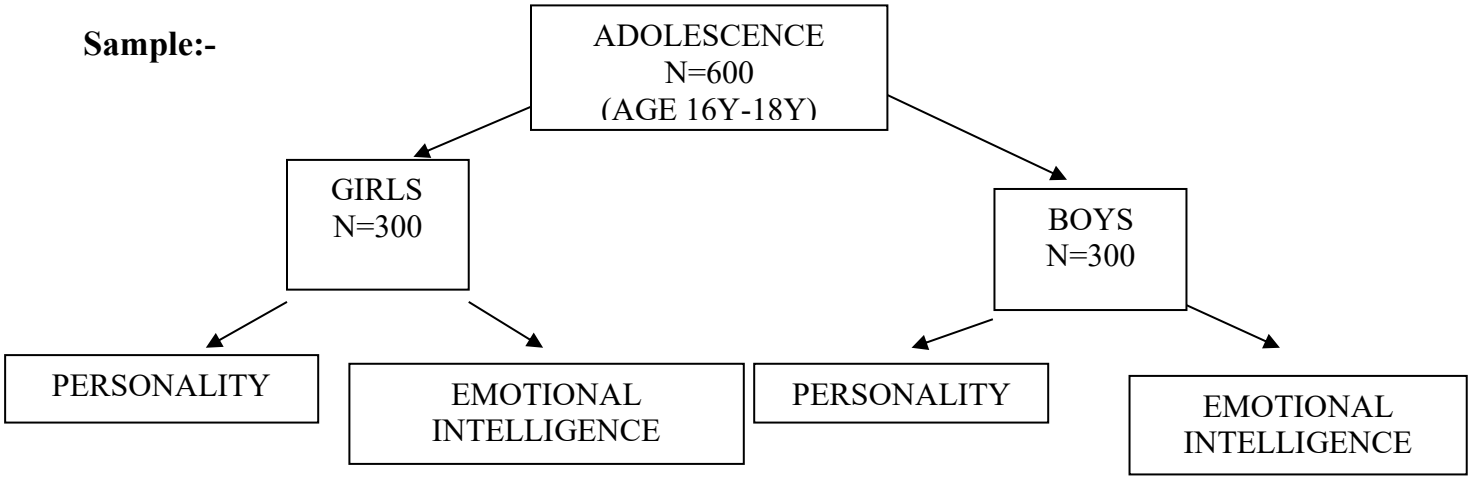
26H^{o}: There is no significance difference of **Low Emotional Intelligence** of adolescent students belonging to Private and Government schools of Uttar Dinajpur District.

27H^{o}: There is no significance relationship between **Emotional Intelligence** and P**ersonality of** adolescent students in Uttar Dinajpur District.

Research Design:-

In this study 600 adolescents would be included within age of 16 to 18 years .They would be grouped in two categories as boys (n=300) and girls (n=300). They would be included on the basis of the criteria of inclusion. Finally their emotional intelligence would be assessed by using Emotional Intelligence Scale**(EIS)** by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in 2001and personality would be assessed by **K I E I:** Kundu's Introversion -Extroversion Inventory by Dr. Ramanath Kundu(1976) .

Sample:-



Multi stage sampling technique would be used in the present study. In multistage sampling, you can use probability or non-probability sampling methods.

Operational Definition:-

Emotional Intelligence –Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. In this study emotional intelligence of the adolescents would be decided on the basis of the scores given in the test used.

Personality – Personality is sum of innate characteristics as well as acquired experience and disposition which are observed over a long period of time and helps in adjustments to the environment. According to Dr. Ramanath Kundu individuals differ in their in their likes and dislikes and on the basis of these characters they can be classified as extraverts and introverts. Subject who would score high on extraversion on **KIEI** would be considered as extraverts and those who would score high on introversion on **KIEI** would be considered as introverts as per the norms of the inventory. Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment. In this study Emotional Intelligence of the adolescents would be decided on the basis of the scores given in the test used.

Extroversion – Extroversion is a personality type characterized by traits such as sociability, assertiveness, and cheerfulness. Extroverts seek out novelty and excitement, and enjoy being the center of attention. . In this study emotional intelligence of the adolescents would be decided on the basis of the scores given in the test used.

Introversion- Introversion is a personality type characterized by traits such as reserve, passivity, thoughtfulness, and a preference to keep emotional states private. . In this study

emotional intelligence of the adolescents would be decided on the basis of the scores given in the test used.

Ambiversion- An Ambivert is a person who shows characteristics of both extroversion and introversion. In other words, they fall somewhere in the middle of the scale. People who are Ambiverts are said to be moderately comfortable in social situations but also enjoy some solitary time. . In this study emotional intelligence of the adolescents would be decided on the basis of the scores given in the test used.

Adolescence –Adolescence is the period of transition between childhood and adulthood. It includes some big changes—to the body, and to the way a young person relates to the world. Understanding what to expect at different stages can promote healthy development throughout adolescence and into early adulthood. Adolescents are young person those who have undergone puberty but have not reached full maturity. This is a time of lots of changes, which can cause a lot of stress in adolescents. In this study personality and emotional intelligence in adolescents would be studied.

Criteria of Inclusion:

1. Adolescents within the age group of 16-18 years would only be included in this study.
2. Both adolescent boys and girls would form the sample.
3. Adolescents studying both English and Bengali medium schools would be part of this study.
4. Adolescence staying in District of Uttar Dinajpur would only from the sample of the study.
5. Adolescents studying in both Govt. as well as private schools in District of Uttar Dinajpur would be included in this study.
6. Adolescents with no known physical and psychological problems would only be part of the study.

Criteria of Exclusion:

1. Adolescents from Hindi medium schools would not be included in this study.
2. Adolescents who would be physically and mentally challenged would not be included in this study.
3. Adolescents studying in schools outside of Uttar Dinajpur District would not be part of this study.
4. Adolescents less than 16 and above 18 years of age would not be included in this study.
5. Economical consideration is excluded in this study.

Statistical Analysis: - Mean, SD, correlation and t-Test would be used for statistical analysis of the data.

 Test tools: - two test scales are use in this study, one is **KIEI for Personality test** and another is **EIS for Emotional Intelligence test.**

K I E I: Kundu's Introversion -Extroversion Inventory. This test has been developed by **Dr. Ramanath Kundu** (1976) of the University of Calcutta. This test has been widely used in many researches, studies, carried under the psychology Department, University of Calcutta.

Explanation:
It is found that people differ in their likes, dislikes, personality and habits. Within this you will find questions on such things as your likes, dislikes or habits. The purpose of the questions is to judge whether your habits or likings are good or bad. They simply aim at indicating your personality type which might help you on many occasions.
This is not a test. There is no right or wrong answer to any question. A question many answered differently by different persons. For such question in this booklet, several possible answer (two or more) are given .from among these pick out the one best which suits in your case, this would be the right answer for you. You are, therefore, requested to read the questions very carefully and give your answer. Some questions might to you very peculiar or childish, but do answer these best as you can.

Time Limit:
Although there is no definite time limit for answering the questions, it does not usually take more than 30 minutes to answer all the questions. Be sure that you do not skip any question. Your co-operation in answering the questions is earnestly desired.

E I S: Emotional Intelligence Scale. The EIS was developed by Anukool Hyde, Sanjyot Pethe and Upinder Dhar in 2001. The EIS is a suitable self- reported measure. The split – half reliability coefficient for the scale is 0.88 and the scale has high content validity with a reliability index of 0.93. It comprises 34 items, measured on a five point likert scale from 1 to 5. The possible range of score is form 34 to 170, with those having higher scores having higher Emotional Intelligence. Those scoring 85 and above would be considered as having high Emotional Intelligence.

Norms for interpretation of Raw score.

(N= 200)
Mean (M): 68
Normal Range: 52-84
High: 85 and above
Low: 51 and below

Norms for factor- wise Interpretation of Raw scores (N= 200)

Procedure:

A permission letter would be collected from YBN University, Power Grid Road, Rajaulatu, Namkum, Ranchi, 834010, Jharkhand to introduce the topic of the study to the school authorities. Once the permission would be secured, date and time for data collection would be decided as per the convenience of the participants; special attention and concern would be paid to their comfort. Rapport would be developed and proper instructions for each questionnaire would be distributed personally to each participant. First **K I E I:** Kundu's Introversion -Extroversion Inventory and the next Emotional Intelligence scale **(EIS)** would be administered**.** Rest between the tests would be provided as per their requirement. Later data would be scored as per the norms of the test, interpreted and finally a conclusion would be drawn.

Ethical consideration:

- Adolescents would be properly informed about the objectives of the study.
- Proper rapport would be established with the adolescents.
- They would be assured of the confidentiality of the information provided by them.
- They also would be informed about the result of the study as far as practicable.
- Acceptance and non-judgmental attitude would be maintained.
- Autonomy of the Adolescents would be respected.
- Cultural context of the adolescents would be respected.
- The findings would not be exploited.

Reference:

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